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ABSTRACT

In January 1987, a Master Plan for the delivery of vocational and technical education in Texas was adopted by the State Board of Education (SBOE). The master plan details goals and strategies to assist in the development of a skilled and educated work force in Texas as the state enters the 21st century. As part of their mandated annual review processes, the SBOE and the Texas Higher Education Coordinating Board developed this update of the Master Plan. Following a brief foreword reviewing changes introduced in the update, part 1 of this three-part report addresses goals for elementary and secondary education, examining student performance standards, curriculum, attracting and retaining teachers, organization and management, finance, parental and community involvement, instructional innovation, and communications. Part 1 also includes detailed charts presenting the implementation plan for each area reviewed. Part 2 presents the master plan for higher education, reviewing the mission of higher education, the role of state government, state communications between public education institutions and the private sector, employer needs, student education and training needs, faculty and staff needs, community needs, and educational resources. For each area reviewed, a series of strategies and an implementation time-frame are presented. Part 3 describes activities designed to develop an integrated vocational and technical educational and training delivery system, reviewing inter-agency cooperation, institutional linkages, and an implementation plan. A list of the task force personnel responsible for updating the master plan's post-secondary sections, a map of Texas's planning regions, and references are appended. (GFW)

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Career Opportunities in Texas:

A Master Plan for Vocational and Technical Education

(1989 Update)

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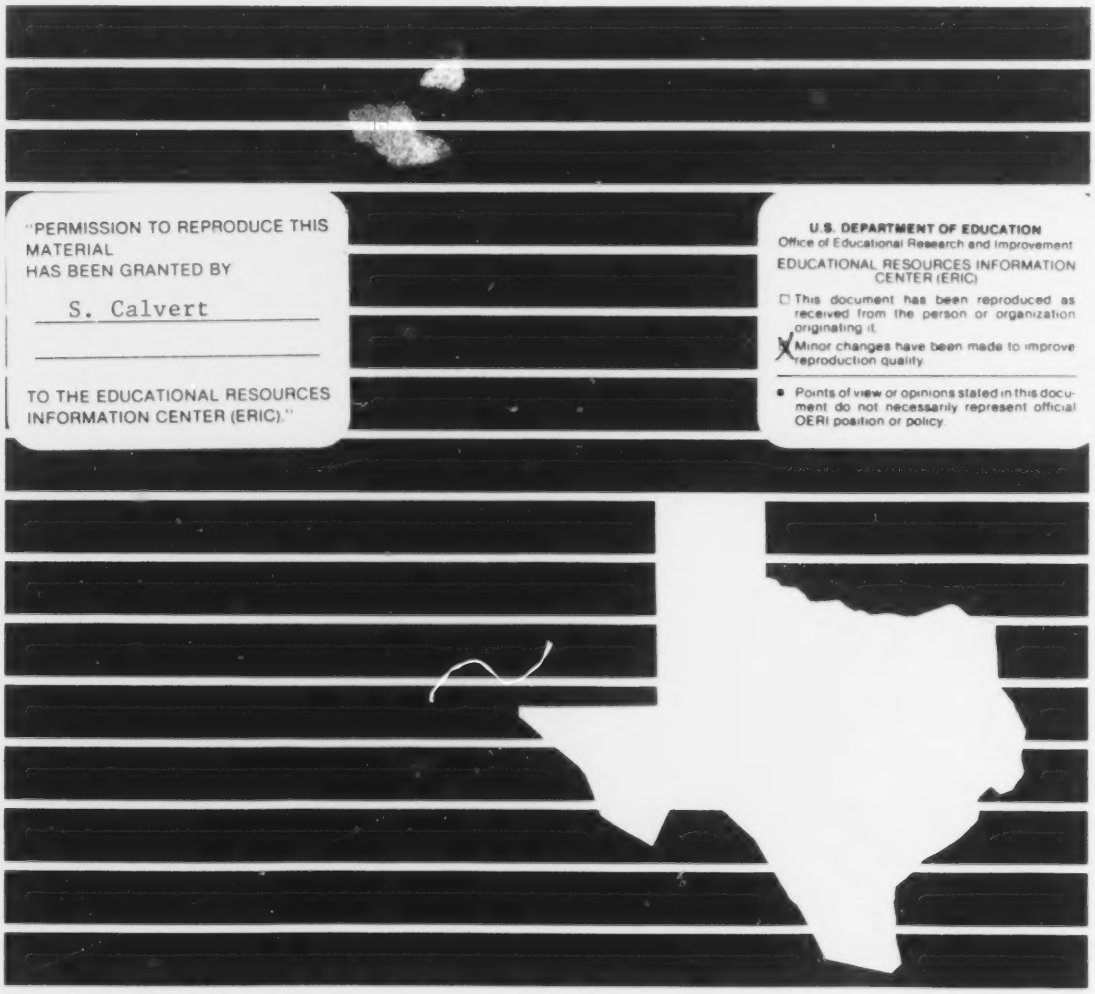

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State Board of Education
Texas Higher Education Coordinating Board

Austin, Texas
January 1990

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Career Opportunities in Texas:

A Master Plan for Vocational and Technical Education

(1989 Update)

January 1990

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The Master Plan for Vocational and Technical Education (1989 Update)

Foreword

In January 1987, *Career Opportunities in Texas: A Master Plan for Vocational Education* was adopted by the State Board of Education. House Bill 72, passed by the State Legislature in 1984, directed the State Board to develop a master plan for vocational education. The State Board prepared a plan for elementary and secondary education, and the Texas Higher Education Coordinating Board prepared a plan for postsecondary education. The Master Plan was and continues to be envisioned as the blueprint for the delivery of vocational and technical education in Texas for the 21st Century.

Vocational and Technical Education in Texas: Achieving a Skilled and Educated Work Force

The purpose of the Master Plan is to outline clear goals and strategies to assist in the development of a skilled and educated work force for Texas. The relationship between a skilled work force and economic development should be clearly understood. *Workforce 2000*, a recent national report on the United States's position in the international economy, concludes that human capital (knowledge, skills, organization and leadership) is the key to economic growth and competitiveness.

> Education and training are the primary systems by which the human capital of a nation is preserved and increased. The speed and efficiency with which these education systems transmit knowledge govern the rate at which human capital can be developed. Even more than such closely-watched indicators as the rate of investment in plant and equipment, human capital formation plays a direct role in how fast the economy can grow. (Johnston & Parker, 1987)

Thus, the goals of the Master Plan focus on meeting the demand for jobs in the future, as well as today's jobs. One major goal is to create an educational and training delivery system that will be more responsive to needs of employers and to trends in local labor markets. Another major goal is to assure students that they will be prepared for employment with the competencies and skills required in the work place of the 21st Century. State leaders conclude that the most effective way to achieve such a skilled, responsive work force is to create an integrated education and training delivery system from kindergarten through higher education.

Since the approval of the Master Plan, findings and recommendations from the Select Committee on Higher Education (February 1987), the Governor's Task Force on Vocational Education (January 1988), and the Strategic Economic Policy Commission (January 1989) continue to emphasize Texas' need for a highly skilled, flexible and internationally competitive work force. The Biennial Report of Progress under the Master Plan (January 1989) documents our state's progress during 1987-89 in addressing the goals of the Master Plan.

Overview of the 1989 Update of the Master Plan

With this background, the two boards initiated their mandated annual review processes in the summer of 1989 to update the Master Plan. The resulting 1989 update of the Master Plan has three parts.

The first addresses elementary and secondary education and was developed by the State Board of Education, which approved six substantive revisions. One revision addresses the Board's decision regarding Coordinated Vocational Academic Education in grades 7 and 8 to restore vocational funding and ensure

close coordination between academic and vocational course components. A second revision addresses the strengthening of Coordinated Vocational Academic Education for students in grades 9-12, with Board consideration of rules scheduled for spring 1990. A third revision expands existing efforts to provide teachers with additional information necessary for assisting students in finding employment related to their training. A fourth revision makes applied mathematics instructional units available for use in existing vocational education and mathematics courses. The fifth revision expands the sunset review process to consider program offerings in response to state or regional lists of priority occupations. The final revision expands the methods and strategies for promoting the role and benefits of vocational education through local advisory committees to include staff development and related inservice activities.

The second section focuses on higher education and was developed by the Coordinating Board. The Coordinating Board was assisted in the revision process by a Task Force (see Appendix A), which studied the documents discussed above and recommended a different format for Part II of the Master Plan. The original 12 postsecondary goal areas have been reorganized into six goals. None of the original goals were deleted, although some are now classified as strategies rather than goals. The result is a clarification and renewed emphasis on the fundamental mission of the higher education section and a reordered presentation of the goals and strategies.

The third part was originally entitled Regional Planning. It has been retitled to reflect its basic goal, the development of an integrated delivery system through regional planning to foster the creation of a skilled work force. This part summarizes the efforts of a tri-agency partnership among the Texas Education Agency, the Texas Higher Education Coordinating Board and the Texas Department of Commerce. The three agencies have worked together to develop a regional planning structure and process to support the development of a skilled and educated work force in Texas. Action plans have been updated to recognize achieved outcomes and future management steps needed to move toward statewide implementation of regional planning by the fall of 1990.

Principles of the Master Plan

The two boards agree on the basic principles which underlie all the goals and strategies of the Master Plan:

- **Quality**—ensure flexible, responsive and timely education and training programs and services related to the Texas economy and the needs of Texas employers;

- **Equity**—provide access to educational opportunities and skills training so that all students can develop competencies and become prepared for productive lives; and

- **Accountability**—provide efficient, effective and measurable progress in achieving the goals of the plan.

As the Introduction to the initial version of the Master Plan stated:

> . . .the plan emphasizes the need for strong academic foundations for all students, awareness of a broad range of career opportunities, and occupationally relevant education appropriate for the Texas economy for the 21st Century . . .the plan is designed to meet the employment needs of the state for a skilled work force.

The Coordinating Board approved Parts II and III at its October 27, 1989 meeting, and the State Board of Education, acting as the official State Board for Vocational Education in Texas, approved the entire update of the Master Plan for Vocational and Technical Education at its November 11, 1989 meeting.

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Part I

Master Plan for Elementary and Secondary Education

Mission of Public Education in Texas*

Texas is moving toward the 21st century amid a period of dramatic change in the economic conditions of both the state and the nation. The educational system of the state is responsible for preparing our children to live and work in this changing future.

All students need to develop essential academic skills and to acquire a knowledge base on which to build lifelong learning. All students will be taught a core curriculum of English language arts, mathematics, science, social studies, fine arts, health, physical education, and technological literacy. All students will acquire a knowledge of citizenship and economic responsibilities and an appreciation of our common American heritage including its multicultural richness. To the full extent of their individual abilities, students will be provided the opportunity to develop the ability to think logically, independently, and creatively and to communicate effectively. Educating our children to be productive in a changing future necessitates an excellent educational system. A system that can accomplish this mission must be characterized by quality, equity, and accountability. Instruction must be provided at the highest levels of **quality**. Educational opportunities and resources must be distributed with **equity** for all students. The educational system must maintain **accountability** for demonstrated results and continuous improvement. Such a system will have the vitality to prepare our children for the changes and the challenges of the future, a future which will belong to the educated.

*The above mission statement approved by the State Board of Education on May 10, 1986.

Introduction

The master plan set forth in this document is the blueprint for restructuring vocational education in Texas. At the elementary and secondary level, the State Board of Education mission for public education calls for all students to receive an education that will enable them to live and work in a changing future. To fulfill this mission, the plan emphasizes the need for strong academic foundations for all students, awareness of a broad range of career opportunities, and occupationally relevant education appropriate for the Texas economy of the 21st century. At the postsecondary level, the plan is designed to meet the employment needs of the state for a skilled work force. The broad spectrum of student interests, abilities, and needs are to be met, while fulfilling the short- and long-range employment demands of the public and private sector.

The plan for elementary and secondary education has two parts. Section A sets forth the goals and selected objectives in the *Long-Range Plan for Texas Public School Education*. Career development strategies and management action plans have been developed to achieve these goals and objectives. Although displayed as strategies to accomplish the Long-Range Plan objectives, the strategies are also considered objectives for vocational education. The career development strategies are based on the directives of the State Board of Education as well as the objectives and strategies developed by the Task Force for Development of the Master Plan for Vocational Education. Part B provides a series of tables outlining the expected outcomes and time frame for implementation of each of the State Board of Education directives for restructuring vocational education.

A number of basic principles guided the development of the plan to restructure vocational education in Texas public schools. First, education must prepare students for productive lives in the changing Texas economy. The rapid rate of technological change will require workers to update skills and to change not only jobs but occupations throughout their working lives. This means students must be taught how to think. They must learn how to apply skills they already have to new work environments. They must be prepared for new and emerging occupations—not just for jobs that are in demand today. In identifying these occupations and the relevant secondary preparation, leaders of business and industry and higher education must be actively involved.

Second, preparing all students to work in our changing national economy requires that academic foundations receive top priority. Vocational education must be a contributing supplement to, not a substitute for, academic skills. Specific occupational training must be postponed until the latter years of secondary education.

Third, if all students are to be prepared, the gulf between academic and vocational education must be bridged. In the proposed system, all students will receive a basic academic foundation, and some students will choose to take vocational education courses. This integrated curriculum approach will help eliminate any unnecessary overlapping of vocational and academic courses. Beginning in the early grades, all students must have an opportunity to develop the personal and social values related to the work ethic. The total school curriculum should open doors to the wide range of career options available. The curriculum structure should ensure that students have the opportunity to attain all educational prerequisites needed for careers upon which they embark.

Fourth, the curriculum must be flexible. It must be designed to foster student options, not foreclose them at an early age. Courses specified as prerequisites should be limited to those essential for mastery of technical skills. Students should have the flexibility to take one or two courses to meet short-term training needs. Opportunities for exploration of vocational options should be available; however, choice of specific occupational areas of interest should be postponed until the latter years of high school when students have developed solid academic foundations and have clarified career interests.

Fifth, the curriculum must be adaptable to students with special needs. Students should not be tracked into low-level jobs. This will require careful coordination with the Board's efforts to devise meaningful alternatives to social promotion. Until the achievement gap between educationally disadvantaged and other students is closed, the needs of currently undereducated students must be specifically addressed.

Sixth, the system for developing career opportunities must be accountable. Students must be adequately prepared to meet current and emerging needs of business and industry or to continue their education at the postsecondary level. An effective partnership must be forged among education at the secondary and postsecondary level, business and industry, and governmental agencies at all levels. Coordinated delivery and regional planning are essential if increasingly scarce resources are to be used efficiently and effectively. Measures of student performance must be devised. Exemplary programs should be identified, and ineffective programs must be improved or eliminated.

Seventh, adult illiteracy is sapping our economic well-being. One in five adults nationally and eighteen percent of adults in Texas cannot read and write. As much as 50 percent of the adult population may be functionally illiterate. Without basic literacy, increasing numbers of Texans are left behind, unable to enter the technological work force to become productive citizens. Career development must include programs to meet the needs of these undereducated Texas adults.

Finally, funding must drive needed changes in vocational education. Allocations for vocational education must be based on accountable costs. Weights must be adjustable to meet changing curricular needs.

These guiding principles establish the base for the following definition of vocational education in Texas.

> Vocational education in Texas is designed to provide all individuals the opportunity to make informed occupational choices, determine educational needs and options, develop employability traits, and acquire marketable skills. Vocational education shall continue to be an integral part of the total educational process. All persons should have access to high quality vocational education and necessary support services which are realistic in light of actual and anticipated career opportunities and which are suited to their needs, interests, and abilities to benefit from such education. The vocational education system shall be accountable for high quality programs, services, and activities and shall provide for coordination and communication among public and private education, training, and employment programs in order to ensure the most efficient use of available resources.

Based on this definition, vocational education will become a dynamic component of an educational system characterized by quality, equity, and accountability. With this system in place, students and employers will be well prepared to meet the economic challenges as the state moves into the 21st century.

Part I
Section A

Career Development Strategies to Accomplish State Board of Education Goals

GOAL 1:
STUDENT PERFORMANCE

All students will be expected to meet or exceed educational performance standards.

Objectives

1-1 Set increasingly challenging expectations for academic performance by all students in the public schools, and measure student learning and report performance results.

1-2 Close the achievement gap between educationally disadvantaged students and other populations.

1-4 Improve student skills in thinking critically and solving problems.

1-6 Establish programs to reduce the dropout rate and encourage higher attendance.

Career Development Strategy 1-A: Develop and implement a comprehensive plan for student evaluation.

Management Action Plan

1-A1 Develop appropriate evaluation criteria for vocational courses.

1-A2 Utilize student TEAMS scores to assist in evaluating the academic performance of students taking vocational courses to satisfy elective course requirements.

1-A3 Design and implement effective system to follow students' employment or further education after graduation.

1-A4 Revise curriculum and assist schools to improve programs based on results of evaluation data.

Career Development Strategy 1-B: Develop vocational education programs that assist in closing the achievement gap between educationally disadvantaged students and other populations and that assist in reducing the dropout rate.

Management Action Plan

1-B1 Evaluate strategies to link vocational education and alternatives to social promotion.

1-B2 Initiate activities relating to alternatives to social promotion as appropriate.

Career Development Strategy 1-C: Provide rules which will assure equal access to vocational education programs for all persons in Texas, including handicapped, disadvantaged, and limited English proficient students.

Management Action Plan

1-C1 Provide parents, students, and school personnel with information on laws, regulations, and rights of protected special needs groups.

1-C2 Provide State Board of Education rules to assist local districts in providing equal access to all students.

Career Development Strategy 1-D: Provide programs, services, and activities that will meet the special needs and enhance the participation of targeted populations in vocational programs.

Management Action Plan

1-D1 Encourage the development of support systems for students with special needs that will supplement vocational education instruction and facilitate the transition from school to employment.

1-D2 Develop programs for adults who are in need of training and retraining.

1-D3 Provide programs and services to out-of-school youths and adults.

1-D4 Provide programs and services for the handicapped, disadvantaged, and limited English proficient.

1-D5 Develop programs for single parents and homemakers which will give them the necessary skills to be effective parents and to be productive and successful in the labor market.

1-D6 Provide programs designed to eliminate sex bias and stereotyping in vocational education.

1-D7 Provide programs designed to provide vocational education for criminal offenders who are serving in correctional institutions.

Career Development Strategy 1-E: Intensify career guidance activities for all secondary students.

Management Action Plan

1-E1 Implement activities to assist all students in developing future educational and career goals.

1-E2 Provide leadership to enable schools to initiate special assessment and counseling activities for special populations.

GOAL 2:
CURRICULUM

A well-balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.

Objectives

2-1 Review and revise the state curriculum on a scheduled basis.

2-2 Encourage programs to develop students' citizenship skills and interpersonal effectiveness.

2-3 Encourage the development of self-esteem, respect for others, and responsible behavior.

2-4 Develop methods to accurately identify and assist the slower learner.

2-6 Coordinate statewide testing, textbooks, and instructional materials with the state curriculum.

Career Development Strategy 2-A: Utilizing the State Board of Education process for review and revision of state curriculum, develop and integrate computer related competencies, and develop and integrate essential elements for career opportunities and personal and social values related to the dignity of work and include as appropriate in courses required to be taught in grades K-8.

Management Action Plan

2-A1 Develop and integrate computer related competencies (including keyboarding) as appropriate in grades K-6. Develop and integrate essential elements for career opportunities at appropriate grade levels in grades K-6.

2-A2 Develop and integrate essential elements for career opportunities as appropriate in courses required to be taught in grades 7 and 8.

2-A3 Develop and integrate essential elements designed to develop personal and social values related to the dignity of work as appropriate in courses to be taught in grades 7 and 8.

2-A4 Review Occupational Investigation and Career Exploration essential elements for compatibility and evaluate the desirability of combining the two courses into one.

2-A5 Develop new and update existing computer literacy essential elements as technology changes and also as may be appropriate as action plan 2-A1 is implemented. (This action is to be accomplished by the educational technology staff.)

Career Development Strategy 2-B: Utilizing the State Board of Education process for review and revision of state curriculum, develop essential elements for career opportunities and personal and social values related to the dignity of work and include as appropriate in courses required to be taught in grades 9-12.

Management Action Plan

2-B1 Develop and integrate essential elements for career opportunities as appropriate in courses required to be taught in grades 9-12.

2-B2 Develop and integrate essential elements designed to develop personal and social values related to the dignity of work as appropriate in courses required to be taught in grades 9-12.

Career Development Strategy 2-C: Provide quality vocational education programs, services, and activities that will assist all individuals in developing and pursuing their education and career goals and in obtaining skills and competencies necessary to compete in present and future labor markets.

Management Action Plan

2-C1 Reinforce the basic skills of reading, writing, science, social studies, and mathematics in vocational education at grades 7-12.

2-C2 Develop Introductory Technology course based on current Introductory Industrial Arts course (½-2 credits available in semester courses) for grades 7 and 8.

2-C3 Phase out prevocational courses in grades 7-12.

2-C4 Develop Life Management Skills course (½ credit), that districts will be required to **offer** at grades 7 and 8, based on existing Exploratory Homemaking course. Course content is to include elements relating to character development, decision making/problem solving, relationship (family and peer), parenting, self-responsibility, nutrition, communication skills, and management of resources.

2-C5 Grades 7 and 8 Coordinated Vocational-Academic Education programs must be identified in a district's plan for alternatives to social promotion. The plan would provide that: (1) students will be placed in CVAE programs based on their individually assessed needs, interests, and abilities; (2) an educational plan is developed for each participating student; (3) a process is developed and implemented to ensure close coordination between the general and vocational components of the program; and (4) a process is developed and implemented for monitoring a student's academic and vocational progress and exit provisions. Consistent with the district's plan for alternatives to social promotion, consideration may be given to allowing students to take Coordinated Vocational-Academic Education courses for grades 9-12.

2-C6 Develop essential elements for grades 7 and 8 Coordinated Vocational Academic Education that will address specific basic academic, vocational, and life skills in a coordinated manner.

2-C7 Continue to provide Vocational Education for the Handicapped courses based on student needs at grades 7 and 8.

2-C8 Evaluate Coordinated Vocational-Academic Education courses to determine effectiveness and future status at grades 9-12.

2-C9 Continue Coordinated Vocational-Academic Education at Grades 9-12, with additional emphasis on student eligibility and assessment and the coordination of vocational and academic instruction.

2-C10 Implement pilot Principles of Technology course in grades 11 and 12.

2-C11 Establish new courses and develop new curriculum for cluster courses through which the student would exit with minimal level skills which are useful in the immediate future. The cluster courses may be selected in areas such as Business and Office, Construction, Manufacturing, Marketing, Transportation, Agriculture Sciences/Business, Health, Home Economics, and Electrical/Electronics Technology at grades 10-12 (½-1 credit). (Cluster courses will not be a prerequisite for job specific courses.)

2-C12 Discontinue occupationally specific courses at grade 10.

2-C13 Offer occupationally specific training courses based on labor market demands through simulated industry setting on the school campus or through cooperative education at grades 11 and 12. In the future, evaluate appropriateness and continued need for occupationally specific course offerings at 11th grade.

2-C14 Increase emphasis in vocational education programs on basic education, work ethics and attitudes, and work skills necessary for students to become effective homemakers and/or wage earners at grades 7-12.

Career Development Strategy 2-D: Initiate new courses in application of basic skills, agricultural sciences, vocational home economics, and technology education.

Management Action Plan

2-D1 Develop and fund a proposal to pilot a course for teaching essential elements in on-level courses utilizing innovative and motivational strategies that focus on practical applications of concepts of math, science, social studies, or language arts.

2-D2 Make applied mathematics instructional units available for use in existing vocational education and mathematics courses.

2-D3 Update course offerings and revise curriculum for vocational courses of agriculture, home economics, and technology education. Revise the agriculture and home economics courses with advice from faculty of institutions of higher education. Revise the agriculture curriculum to discourage use of time during the school day for projects for show purposes.

GOAL 3:
TEACHERS AND TEACHING

Qualified and effective teachers will be attracted and retained.

Objectives

3-1 Set standards for the teaching profession and ensure that all teachers demonstrate competence in professional skills.

3-4 Provide methods and techniques of instruction to meet students' varying abilities and learning styles.

3-5 Develop effective methods for recruiting teachers to meet identified needs.

Career Development Strategy 3-A: Provide vocational education teachers with the skills and knowledge necessary for: (1) the technological changes in their field, (2) the implementation and operation of competency-based instruction, (3) assisting students in nontraditional roles, (4) using other instructional technologies, (5) full integration of students with special needs, (6) integrating basic skills instruction into vocational education curriculum, and (7) assisting students in finding employment related to their training.

Management Action Plan

3-A1 Consult with leaders of business and industry, Texas Council on Vocational Education, teachers, and teacher education programs to devise system for preparing teachers to provide instruction in revised curriculum.

3-A2 Issue requests for proposals to pilot effective programs to deliver preservice and inservice education.

3-A3 Implement an inservice training program for all present teachers.

3-A4 Revise the 1984 standards, State Board of Education Rules for Teacher Education, as appropriate, to meet the requirements of the master plan.

Career Development Strategy 3-B: Develop effective methods for recruiting vocational education teachers with relevant experience in business and industry to meet identified needs.

Management Action Plan

3-B1 Provide technical assistance to schools relating to the recruitment of qualified vocational teachers.

GOAL 4:
ORGANIZATION AND MANAGEMENT

The organization and management of all levels of the educational system will be productive, efficient, and accountable.

Objectives

4-1 Review and redefine the responsibilities of the State Board of Education, the Texas Education Agency, and regional education service centers, and reorganize to fulfill the mission of the public education system.

4-9 Plan to increase local responsibility for quality educational programs.

Career Development Strategy 4-A: Provide an effective and efficient management system for administering vocational education programs and related activities.

Management Action Plan

4-A1 Provide a state staff of professional and support personnel qualified by education and experience and in sufficient numbers to enable the State Board of Education to ensure proper administration of vocational education.

4-A2 Define an administrative structure with clearly defined roles, responsibilities, authority, and accountability to efficiently manage vocational education.

4-A3 Provide state leadership and assistance in the development, improvement, assessment, and accountability of vocational education programs, services, and activities.

4-A4 Develop and implement a sunset review process to ensure quality and effectiveness of vocational education programs.

Career Development Strategy 4-B: Provide information for school districts to use in the development of local vocational education plans.

Management Action Plan

4-B1 Develop an application process for school districts which addresses appropriate methodologies for identifying and using labor market information in the planning process.

Career Development Strategy 4-C: Priority shall be given to requests for vocational programs specifically identified on a list of priority occupations approved by the State Board of Education.

Management Action Plan

4-C1 Using statewide employment data and information relating to career opportunities, develop a starter list of those occupations which: (1) have an impact on the Texas economy, (2) require substantial training time, and (3) offer a reasonable expectation of career opportunities and advancement.

4-C2 Solicit input from panel of labor market experts representing both the public and the private sectors.

4-C3 Determine list of priority occupations based on review by panel of experts and the Joint Liaison Committee.

4-C4 Distribute priority list of occupations with local applications with flexibility for regional determination.

Career Development Strategy 4-D: Increase local responsibility for quality vocational education programs.

Management Action Plan

4-D1 Review each approved vocational education program unit every five years, utilizing local evaluation teams, to reestablish approval status.

4-D2 The review process will consider items such as: (1) student competencies acquired, (2) student enrollments, (3) adequacy of facilities and equipment, (4) instructional materials utilized, (5) methods of instruction, (6) opportunities for employment, (7) follow-up records for program completers, and (8) program offerings in response to state or regional lists of priority occupations.

4-D3 Texas Education Agency on-site visits will be scheduled for programs with major identified deficiencies.

GOAL 5:
FINANCE

The financing of public education will be equitable to all students in the state.

Objectives

5-2 Identify price differentials in program and service costs among districts on a continuous basis.

5-3 Monitor equalization and equity in the distribution of funds and relate program effectiveness and student progress to costs.

5-4 Analyze and evaluate all funding sources on a continuing basis.

5-6 Strengthen the accountability process, including accreditation and audit processes, selected management audits, and a periodic review of costs by campus, if needed, to ensure adequate student progress.

Career Development Strategy 5-A: Seek legislative authority to allow the State Board of Education to establish differential funding weights for vocational education courses.

Management Action Plan

5-A1 Conduct a cost study based on courses, methods of instruction, and needs of students served.

5-A2 Establish equitable funding to assure quality resources for effective learning in vocational education.

5-A3 Provide funding incentives to schools offering courses related to priority occupations.

Career Development Strategy 5-B: Provide financing and other resources to administer, plan, develop, implement, evaluate, and coordinate vocational education programs, services, and activities.

Management Action Plan

5-B1 Set priorities for state and federal funding of vocational education programs, services, and activities.

5-B2 Analyze and evaluate all vocational education funding sources on a continuing basis.

5-B3 Utilize available resources to support vocational education research, professional development activities, guidance and counseling, and curriculum development.

5-B4 Provide the necessary technical assistance to enable schools to strengthen their accountability process.

GOAL 6:
PARENT AND COMMUNITY INVOLVEMENT

Parents and other members of the community will be partners in the improvement of schools.

Objectives

6-1 Improve parental involvement.

6-4 Develop mutually beneficial partnerships between schools and community entities.

Career Development Strategy 6-A: Utilize local vocational advisory committees to assist with the planning, evaluation, improvement, and promotion of vocational education programs.

Management Action Plan

6-A1 Establish local advisory committees that provide for the participation of parents as well as local business and industry representatives.

6-A2 Develop and initiate local programs to formally recognize parents and other members of the community for services provided through participation on local vocational advisory committees.

6-A3 Develop methods and strategies, including staff development and related inservice materials, for promoting the role and benefits of vocational education through local advisory committees.

Career Development Strategy 6-B: Develop and implement a plan to include business and industry and other interested persons in becoming active partners with vocational education for student achievement.

Management Action Plan

6-B1 Develop methods for involving business and industry and other interested persons in supporting goals for the improvement of vocational education.

6-B2 Develop strategies to seek out and utilize all community resources.

6-B3 Promote a positive image of vocational education and its impact on economic development.

6-B4 Utilize community-based organizations to assist in meeting the needs of special student populations.

6-B5 Utilize parent and community groups to inform students of the broad spectrum of career opportunities.

6-B6 Utilize employer-based facilities for vocational training in occupations in which rapid technological advancement make it impractical to develop in school laboratory programs.

6-B7 Provide incentives for utilizing industry personnel as part of team teaching.

6-B8 Establish partnerships with business and industry to upgrade skills and increase teacher knowledge of content area.

GOAL 7:
INNOVATION

The instructional program will be continually improved by the development and use of more effective methods.

Objectives

7-1 Investigate new technologies which improve student performance, strengthen the curriculum, and achieve educational goals.

7-2 Develop demonstration programs for new instructional arrangements and management techniques.

7-3 Institute an information exchange that collects and disseminates data about advancements in education and systematically obtains advice about current practices and results from representatives of educational organizations, research groups, and schools.

Career Development Strategy 7-A: Identify the need for and design innovative vocational education instructional programs and exemplary practices.

Management Action Plan

7-A1 Develop request for proposals and direct exemplary activity in (2+2) concept relating to the linkage of appropriate secondary vocational education curriculum and the postsecondary technical-vocational education curriculum.

7-A2 Determine new and emerging occupations and design programs to keep vocational education current with business and industry.

Career Development Strategy 7-B: Vocational instruction will be continually improved by the development and use of more effective strategies and methods.

Management Action Plan

7-B1 Develop distance learning delivery systems for vocational education programs and activities through the request for proposals process.

7-B2 Develop a system of information exchange that collects and disseminates data about advancements in instructional technology and systematically obtains advice regarding effective programs and activities in vocational education.

GOAL 8:
COMMUNICATIONS

Communications among all public education interests will be consistent, timely, and effective.

Objectives

8-1 Communicate state education policies, needs, and performance to the Governor, the Legislature, students, parents, teachers, school administrators, and the public.

8-5 Increase the public's awareness that Texas' economic base has changed dramatically and that as a consequence students need to succeed in school if they are to have an opportunity later to achieve economic success.

Career Development Strategy 8-A: Inform the public concerning the role of vocational education as it impacts personal, social, and career goals of individuals and the economic development of the state.

Management Action Plan

8-A1 Develop and disseminate materials highlighting vocational education's role in accomplishing the mission of public education in Texas and the new directions identified in the *Master Plan for Vocational Education in Texas*.

Career Development Strategy 8-B: Provide the most timely and accurate labor market and career information available to satisfy the needs of state, regional, and local vocational education planners.

Management Action Plan

8-B1 Disseminate labor market and career information to local education, training, and employment programs.

8-B2 Provide training in the use of labor market and career information.

Part I
Section B

Vocational Education Implementation Plan

GOAL 1: Student Performance

Strategy 1-A:

Develop and implement a comprehensive plan for student evaluation

Grade(s)	Action Plan	Outcomes	Time Frame
9-12	• Develop appropriate evaluation criteria for vocational courses	• The quality of vocational courses will be measured.	• September 1988 and ongoing
	• Utilize student TEAMS scores to assist in evaluating the academic performance of students taking vocational courses to satisfy elective course requirements	• The impact of vocational education on students' academic performance will be measured.	• Summer 1988
	• Design and implement an effective system to follow students' employment or further education after graduation	• Students will be prepared for a wide range of career opportunities throughout their working lives.	• September 1988
	• Revise curriculum and assist districts to improve programs based on results of evaluation data	• Students will have access to quality vocational programs.	• September 1989 and ongoing

GOAL 1: Student Performance

Strategy 1-B:

Develop vocational education programs that assist in closing the achievement gap between educationally disadvantaged students and other populations and that assist in reducing the dropout rate.

Grade(s)	Action Plan	Outcomes	Time Frame
7-12	• Evaluate strategies to link vocational education and alternatives to social promotion.	• Effective linkage strategies will be identified.	• Ongoing.
	• Initiate activities relating to alternatives to social promotion as appropriate.	• Students at risk of dropping out of school will be afforded opportunities to include a vocational component in their alternatives to social promotion program.	• Ongoing.

GOAL 1: Student Performance

Strategy 1-C:

Provide rules which will assure equal access to vocational education programs for all persons in Texas, including handicapped, disadvantaged, and limited English proficient students.

Grade(s)	Action Plan	Outcomes	Time Frame
7-12	• Provide parents, students, and school personnel with information on laws, regulations, and rights of protected special needs groups.	• Equal access to vocational education programs will be assured for all students, including special needs populations.	• Ongoing.
	• Provide State Board of Education rules to assist local districts in providing equal access to all students.	• Equal access to vocational education programs will be assured for all students, including special needs populations.	• Ongoing.

GOAL 1: Student Performance

Strategy 1-D:

Provide programs, services, and activities that will meet the special needs and enhance the participation of targeted populations in vocational programs.

Grade(s)	Action Plan	Outcomes	Time Frame
All levels, secondary, postsecondary, and adult	• Encourage the development of support systems for students with special needs that will supplement vocational education instruction and facilitate the transition from school to employment.	• Students with special needs will receive additional support related to instruction and subsequent employment.	• Ongoing.
	• Develop programs for adults who are in need of training and retraining.	• Adults in need of training and retraining will receive instruction in programs that prepare them for occupations in demand.	• Ongoing.
	• Provide programs and services to out-of-school youths and adults.	• Out-of-school youth and adults will receive vocational training and related services to prepare them for the labor market.	• Ongoing.
	• Provide programs and services for the handicapped, disadvantaged, and limited English proficient.	• Vocational programs and services will be provided to handicapped, disadvantaged, and limited English proficient students to prepare them for entry-level employment or for advanced training.	• Ongoing.
	• Develop programs for single parents and homemakers which will give them the necessary skills to be effective parents and to be productive and successful in the labor market.	• Parenting skills and employment-related skills will be enhanced for single parents and homemakers.	• Ongoing.
	• Provide programs designed to eliminate sex bias and stereotyping in vocational education.	• Students will have increased opportunities to obtain training in occupations traditionally associated with members of the opposite sex.	• Ongoing.
	• Provide programs designed to provide vocational education for criminal offenders who are serving in correctional institutions.	• Criminal offenders serving in correctional institutions will receive vocational programs, services, and activities.	• Ongoing.

GOAL 1: Student Performance

Strategy 1-E:

Intensify career guidance activities for all secondary students.

Grade(s)	Action Plan	Outcomes	Time Frame
7-12	• Implement activities to assist all students in developing future educational and career goals.	• Students will be better able to develop future educational and career goals.	• September 1989.
	• Provide leadership to enable schools to initiate special assessment and counseling activities for special populations.	• Special assessment and counseling activities for students will be improved.	• Ongoing.

GOAL 2: Curriculum

Strategy 2-A:

Utilizing the State Board of Education process for review and revision of state curriculum, develop and integrate computer related competencies, and develop and integrate essential elements for career opportunities and personal and social values related to the dignity of work and include as appropriate in courses required to be taught in grades K-8.

Grade(s)	Action Plan	Outcomes	Time Frame
K-6	• Develop and integrate computer related competencies (including keyboarding) as appropriate in grades K-6. Develop and integrate essential elements for career opportunities at appropriate grade levels in grades K-6. (This action to be accomplished through cooperative efforts of the Curriculum Development and Educational Technology staffs.)	• Students will acquire knowledge and skills regarding computer related competencies at an earlier period in formal education. • Students will obtain knowledge regarding career opportunities at an earlier period. • Students will be capable of transferring knowledge of basic skills at an earlier period.	• Review and modify essential elements as necessary using established cluster meeting process—March-April 1987 and ongoing. • State Board of Education consideration of essential elements—May-June 1987 and ongoing. • Development of supplemental curriculum documents starting in summer of 1987 and continuing in following years as appropriate. • Implementation of K-6 career opportunities—Beginning September 1988. • Phase-in period for K-6 introductory computing—Beginning September 1988. • Full implementation K-6 introductory computing—September 1992.
	• Develop and integrate essential elements for career opportunities as appropriate in courses required to be taught in grades 7 and 8. (This action to be accomplished by the Curriculum Development staff.)	• Students will have knowledge regarding the relationship of basic skills to career opportunities.	• All grade 7-8 activities with the exception of implementation date will conform to K-6 time frame.

GOAL 2: Curriculum

Strategy 2-A: *(continued)*

Grade(s)	Action Plan	Outcomes	Time Frame
7-8	• Develop and integrate essential elements designed to develop personal and social values related to the dignity of work as appropriate in courses to be taught in grades 7 and 8.	• Students will be able to recognize the dignity of work in a democratic society.	• Implementation grades 7-8—Beginning September 1988.
7-8	• Review Occupational Investigation and Career Exploration essential elements for compatibility and evaluate the desirability of combining the two courses into one.	• Students will have an elective course available that provides information about a broad range of occupations and the relationship of academic performance to success in future occupational choices.	• Review essential elements during 1987-88 school year. • Make recommendations regarding combining courses in the fall of 1988.
7-8	• Develop new and update existing computer literacy essential elements as technology changes and also as may be appropriate as action plan 2-A1 is implemented. (This action is to be accomplished by the Educational Technology staff.)	• Students will acquire up-to-date computer related knowledge and skills.	• Review and modify essential elements as necessary using established cluster meeting process—March-April 1987 and ongoing.

GOAL 2: Curriculum

Strategy 2-B:

Utilizing the State Board of Education process for review and revision of state curriculum, develop essential elements for career opportunities and personal and social values related to the dignity of work and include as appropriate in courses required to be taught in grades 9-12.

Grade(s)	Action Plan	Outcomes	Time Frame
9-12	• Develop and integrate essential elements for career opportunities as appropriate in courses required to be taught in grades 9-12.	• Students will be aware of career opportunities.	• Review and modify essential elements as necessary using established cluster meeting process—March-April 1987 and ongoing.
	• Develop and integrate essential elements designed to develop personal and social values related to the dignity of work as appropriate in courses required to be taught in grades 9-12.	• Students will be able to recognize the dignity of work in a democratic society.	• State Board of Education consideration of essential elements—May-June 1987 and ongoing. • Development of curriculum documents in summer of 1987 for distribution to schools during 1987-88 school year. • Implementation—Beginning September 1988.

GOAL 2: Curriculum

Strategy 2-C:

Provide quality vocational education programs, services, and activities that will assist all individuals in developing and pursuing their education and career goals and in obtaining skills and competencies necessary to compete in present and future labor markets.

Grade(s)	Action Plan	Outcomes	Time Frame
7-12	• Reinforce the basic skills of reading, writing, science, social studies, and mathematics in vocational education at grades 7-12.	• Students will develop an increased capability to utilize basic skills.	• Ongoing.
7-8	• Develop Introductory Technology course based on current Introductory Industrial Arts course (½-2 credits available in semester course).	• Students will receive an early exposure to technological systems.	• State Board of Education coordination of essential elements for Introductory Technology—Spring 1987. • Staff follow-up to effectiveness of course through sunset review process—Fall 1988.
7-12	• Phase out prevocational courses.		• Phase out prevocational courses—Fall 1987 (Completed—Fall 1988).
7-8	• Develop Life Management Skills course (½ credit), that districts will be required to offer at grades 7 and 8, based on existing Exploratory Homemaking course. Course content is to include elements relating to character development, decision making/problem solving, relationships (family and peer), parenting, self-responsibility, nutrition, communication skills, and management of resources.	• Early exposure to curriculum for the promotion of key character traits and skills needed for individual and family life education will be provided. • The course would be available to all students in the state but would not be a required course.	• Staff and technical committees, with advice of Texas Council on Vocational Education and educational leaders of postsecondary institutions, would develop essential elements—Spring 1987. • State Board of Education consideration of essential elements—Fall 1987. • Implementation—Fall 1989. • Phase out Exploratory Homemaking—1988-89 school year.

GOAL 2: Curriculum

Strategy 2-C: *(continued)*

Grade(s)	Action Plan	Outcomes	Time Frame
7-8	• Grades 7 and 8 Coordinated Vocational-Academic Education programs must be identified in a district's plan for alternatives to social promotion. The plan would provide that: (1) students will be placed in CVAE programs based on their individually assessed needs, interests, and abilities; (2) an educational plan is developed for each participating student; (3) a process is developed and implemented to ensure close coordination between the general and vocational components of the program; and (4) a process is developed and implemented for monitoring a student's academic and vocational progress and exit provisions. Consistent with the district's plan for alternatives to social promotion, consideration may be given to allowing students to take Coordinated Vocational-Academic Education courses for grades 9-12.	• Students will be provided alternatives specific to their individual needs.	• September 1989.
7-8	• Develop essential elements for grades 7 and 8 Coordinated Vocational-Academic Education that will address specific basic academic, vocational, and life skills in a coordinated manner.	• Students will be provided a well-balanced curriculum designed to coordinate academic and vocational competencies as well as to meet individual needs.	• Final consideration of essential elements by State Board of Education—Spring 1990.
7-12	• Continue to provide Vocational Education for the Handicapped courses based on student needs.	• Specially designed courses with modified curriculum to meet student needs will be provided.	• September 1986 and ongoing.
9-12	• Evaluate Coordinated Vocational-Academic Education courses to determine effectiveness and future status.	• Possible course modifications or elimination based on evaluation will be encouraged.	• 1987-88 school year.

GOAL 2: Curriculum

Strategy 2-C: *(continued)*

Grade(s)	Action Plan	Outcomes	Time Frame
9-12	• Continue Coordinated Vocational-Academic Education at Grades 9-12, with additional emphasis on student eligibility and assessment and the coordination of vocational and academic instruction.	• Specially designed courses with modified curriculum to meet the needs of educationally disadvantaged students will be provided.	• State Board of Education consideration of rules—Spring 1990.
11-12	• Implement pilot Principles of Technology course.	• This course will enable completers to enter postsecondary technology programs without need for remediation.	• Develop and fund proposal for Principles of Technology course—September 1986. • Review proposed essential elements using established cluster meeting process—March-April 1987. • Submit essential elements, based on results of pilot programs, to State Board of Education for consideration—July 1989. • Implementation—September 1989.
10-12	• Establish new courses and develop new curriculum for cluster courses through which the student would exit with minimal level skills which are useful in the immediate future. The cluster courses may be selected in areas such as Business and Office, Construction, Manufacturing, Marketing, Transportation, Agriculture Sciences/Business, Health, Home Economics, and Electrical/Electronics Technology at grades 10-12 (½-1 credit) (cluster courses will not be a prerequisite for job specific courses).	• Students will have a better understanding of the knowledge and skills needed in an occupational area. • Improve students' capabilities to make informal career decisions. • Knowledge and skills needed to enter into job specific training programs will be emphasized.	• Staff and technical committees develop essential elements—Spring 1988 and ongoing. • State Board of Education review, public hearings, and consideration—Spring 1989 and ongoing. • Implementation—Fall 1989. • Follow-up on effectiveness through sunset process—Fall 1992.

GOAL 2: Curriculum

Strategy 2-C: *(continued)*

Grade(s)	Action Plan	Outcomes	Time Frame
10	• Discontinue occupationally specific courses at grade 10.		• State Board of Education consideration of rules to discontinue occupationally specific courses at grade 10 in Spring 1987 with possible discontinuation effective Fall 1988.
11-12	• Offer occupationally specific training courses based on labor market demands through simulated industry setting on the school campus or through cooperative education. In the future, evaluate appropriateness and continued need for occupationally specific course offerings at 11th grade.	• Students will be prepared to establish educational and career goals. • Students will be prepared to successfully meet labor market needs. • Students will be better prepared to meet future educational requirements and training needs for new and changing occupations.	• Staff and technical committees, in consultation with the Texas Council on Vocational Education, review and revise essential elements—Fall 1987. • State Board of Education review, public hearing, and consideration of essential elements—Spring 1988. • Phase in new course and elements—Fall 1989. • Full implementation of new occupationally specific courses and essential elements—Fall 1990. • Evaluate during 1987-88 school year. • Possible State Board of Education revisions to Chapter 75 (Curriculum) based on evaluation—Summer 1988.
7-12	• Increase emphasis in vocational education courses on basic education, work ethics and attitudes, and work skills necessary for students to become effective homemakers and/or wage earners.	• Students will acquire an increased capability to live and work in a changing society.	• Ongoing.

GOAL 2: Curriculum

Strategy 2-D:

Initiate courses in applications of basic skills, agricultural sciences, vocational home economics, and technology education.

Grade(s)	Action Plan	Outcomes	Time Frame
9-12	• Develop and fund a proposal to pilot a course for teaching essential elements in on-level courses utilizing innovative and motivational strategies that focus on practical applications of concepts of math, science, social studies, or language arts.	• Instruction of the essential elements in an applied manner will be required. • Students will be provided with knowledge to foster critical thinking and decision-making skills.	• Develop and fund proposal—Spring 1987. • Course evaluation—Ongoing. • Staff report to State Board of Education—Spring 1988.
	• Make applied mathematics instructional units available for use in existing vocational education and mathematics courses.	• Students will be afforded the opportunity to practice applied mathematics in both vocational education and mathematics courses.	• Instructional units available—September 1990.
	• Update course offerings and revise curriculum for vocational courses of agriculture, home economics, and technology education. Revise the agriculture and home economics courses with advice from faculty of institutions of higher education. Revise the agriculture curriculum to discourage use of time during the school day for projects for show purposes. (One comprehensive course in each subject area (½-1 unit) to be followed by technical courses in each field. The comprehensive course would not be a prerequisite for all technical courses. Present courses to be dropped are high school Industrial Arts courses; Homemaking I, II, and III; and Agriculture I, II, III, and IV.)	• Students will gain knowledge and skills for careers in technology, agricultural sciences, and home economics which could lead to secondary education job specific programs, postsecondary programs, and/or higher education programs. • Increased flexibility will be built in for students to address short-term training needs. • Develop critical thinking, decision-making skills, and other higher order skills in all students.	• Staff and technical committees develop essential elements with advice from Texas Council on Vocational Education and educational leaders of institutions of higher education—Spring 1987 and ongoing. • State Board of Education review, public hearing, and consideration—Fall 1987 and ongoing. • Implementation—Fall 1988.

GOAL 3: Teachers and Teaching

Strategy 3-A:

Provide vocational education teachers with the skills and knowledge necessary for: (1) the technological changes in their field, (2) the implementation and operation of competency-based instruction, (3) assisting students in nontraditional roles, (4) using other instructional technologies, (5) full integration of students with special needs, (6) integrating basic skills instruction into vocational education curriculum, and (7) assisting students in finding employment related to their training.

Grade(s)	Action Plan	Outcomes	Time Frame
Teachers of various grade levels, as appropriate	• Consult with leaders of business and industry, Texas Council on Vocational Education, teachers, and teacher education programs to devise system for preparing teachers to provide instruction in revised curriculum.	• Input from interested parties will be received and considered.	• Spring 1987 and ongoing.
	• Issue requests for proposals to pilot effective programs to deliver preservice and inservice education.	• The competitive process will yield the most qualified preservice and inservice deliverers.	• Develop and fund—Fall 1987 and ongoing.
	• Implement an inservice training program for all present teachers.	• Inservice teachers will have up-to-date knowledge and skills necessary to teach new content.	• Full implementation—Spring 1988 and ongoing.
	• Revise the 1984 standards, State Board of Education Rules for Teacher Education, as appropriate, to meet requirements of master plan.	• New teachers exiting teacher preparation programs will be competent for teaching new curriculum mandated in master plan.	• State Board of Education consideration—Fall 1988.

GOAL 3: Teachers and Teaching

Strategy 3-B:

Develop effective methods for recruiting vocational education teachers with relevant experience in business and industry to meet identified needs.

Grade(s)	Action Plan	Outcomes	Time Frame
Teachers of various grade levels, as appropriate	• Provide technical assistance to schools relating to the recruitment of qualified vocational teachers.	• The applicant pool of qualified vocational teachers will be increased.	• Ongoing.

GOAL 4: Organization and Management

Strategy 4-A:

Provide an effective and efficient management system for administering vocational education programs and related activities.

Grade(s)	Action Plan	Outcomes	Time Frame
All levels—secondary, postsecondary, and adult	• Provide a state staff of professional and support personnel qualified by education and experience and in sufficient numbers to enable the State Board of Education to ensure proper administration of vocational education.	• A sufficient number of qualified state-level staff will be employed.	• Ongoing.
	• Define an administrative structure with clearly defined roles, responsibilities, authority, and accountability to efficiently manage vocational education.	• Effective and efficient state-level management will be provided.	• Ongoing.
	• Provide state leadership and assistance in the development, improvement, assessment, and accountability of vocational education programs, services, and activities.	• State leadership will ensure proper direction to districts for administering vocational education programs, services, and activities.	• Ongoing.
	• Develop and implement a sunset review process to ensure quality and effectiveness of vocational education programs.	• The quality and effectiveness of vocational education programs will be ensured.	• Fall 1987 and ongoing.

GOAL 4: Organization and Management

Strategy 4-B:

Provide information for school districts to use in the development of local vocational education plans.

Grade(s)	Action Plan	Outcomes	Time Frame
7-12	• Develop an application process for school districts which addresses appropriate methodologies for identifying and using labor market information in the planning process.	• School districts will have the best available labor market data for use in planning programs.	• May 1988 and ongoing.

GOAL 4: Organization and Management

Strategy 4-C:

Priority shall be given to requests for vocational programs specifically identified on a list of priority occupations approved by the State Board of Education.

Grade(s)	Action Plan	Outcomes	Time Frame
All levels—secondary, postsecondary, and adult	• Using statewide employment data and information relating to career opportunities, develop a starter list of those occupations which: (1) have an impact on the Texas economy, (2) require substantial training time, and (3) offer a reasonable expectation of career opportunities and advancement.		• Submit list of occupations for State Board of Education consideration—November annually.
	• Solicit input from panel of labor market experts representing both the public and the private sectors.		• Submit list to panel of labor market experts and Joint Liaison Committee—December and January annually.
	• Determine list of priority occupations based on review by panel of experts and the Joint Liaison Committee.		• Submit proposed list of priority occupations for State Board of Education action—January annually.
	• Distribute priority list of occupations with local applications with flexibility for regional determination.	• More effective utilization of available resources to support education and training will be promoted. • Target specific training programs to meet employment needs and to focus limited resources supporting career development programs will be encouraged. • Students would have access to high quality education and training programs designed to meet current and future employment needs.	• Distribute list of priority occupations to school districts and postsecondary institutions with appropriate local applications for approval/funding—February.

GOAL 4: Organization and Management

Strategy 4-D:

Increase local responsibility for quality vocational education programs.

Grade(s)	Action Plan	Outcomes	Time Frame
7-12	• Review each approved vocational education program unit every five years, utilizing local evaluation teams, to reestablish approval status.	• Effective, high quality programs for students. • Effective, high quality programs will receive approval to continue operation.	• Implementation—January 1987.
	• The review process will consider items such as: (1) student competencies acquired, (2) student enrollments, (3) adequacy of facilities and equipment, (4) instructional materials utilized, (5) methods of instruction, (6) opportunities for employment, (7) follow-up records for program completers, and (8) program offerings in response to state or regional lists of priority occupations.	• Ineffective programs will be improved or modified within a one-year period or they will be eliminated.	• 1987-88 and ongoing.
	• Texas Education Agency staff on-site visits will be scheduled for programs with major identified deficiencies.	• Program deficiencies will be addressed by districts.	• 1988-89 and ongoing.

GOAL 5: Finance

Strategy 5-A:

Seek legislative authority to allow the State Board of Education to establish differential funding weights for vocational education courses.

Grade(s)	Action Plan	Outcomes	Time Frame
7-12	• Conduct a cost study based on courses, methods of instruction, and needs of students served.	• Students will have access to vocational education courses appropriate to their educational needs, notwithstanding local economic factors.	• Consider State Board of Education legislative recommendation—November 1990.
	• Establish equitable funding to assure quality resources for effective learning in vocational education.	• Provide quality vocational education programs, services, and activities to meet individual student interests, aptitudes, and abilities.	• Consider State Board of Education rule regarding differential funding weights 30 days prior to start of 72nd Legislature.
	• Provide funding incentives to schools offering courses related to priority occupations.	• Redirect the vocational curriculum to focus on priority occupations.	• Ongoing.

GOAL 5: Finance

Strategy 5-B:

Provide financing and other resources to administer, plan, develop, implement, evaluate, and coordinate vocational education programs, services, and activities.

Grade(s)	Action Plan	Outcomes	Time Frame
7-12	• Set priorities for state and federal funding of vocational education programs, services, and activities.	• Provide quality vocational education programs, services, and activities within budgetary constraints to meet economic development needs.	• Implement State Board of Education rule regarding funding priority— September 1989.
	• Analyze and evaluate all vocational education funding sources on a continuing basis.	• Ensure that the most effective, efficient funding procedures are implemented.	• Ongoing.
	• Utilize available resources to support vocational education research, professional development activities, guidance and counseling, and curriculum development.	• Ensure that quality vocational education programs, services, and activities are available to Texas students.	• Ongoing.
	• Provide the necessary technical assistance to enable schools to strengthen their accountability process.	• Assist school districts in conducting/providing quality vocational education programs, services, and activities.	• Ongoing.

GOAL 6: Parent and Community Involvement

Strategy 6-A:

Utilize local vocational advisory committees to assist with the planning, evaluation, improvement, and promotion of vocational education programs.

Grade(s)	Action Plan	Outcomes	Time Frame
7-12	• Establish local advisory committees that provide for the participation of parents as well as local business and industry representatives.	• Improved programs and increased business/industry participation.	• Ongoing.
	• Develop and initiate local programs to formally recognize parents and other members of the community for services provided through participation on local vocational advisory committees.	• Increased recognition for committee members.	• Begin Winter 1989 and ongoing.
	• Develop methods and strategies, including staff development and related inservice materials, for promoting the role and benefits of vocational education through local advisory committees.	• Improved image of vocational education in the community.	• Begin Winter 1989 and ongoing.

GOAL 6: Parent and Community Involvement

Strategy 6-B:

Develop and implement a plan to include business and industry and other interested persons in becoming active partners with vocational education for student achievement.

Grade(s)	Action Plan	Outcomes	Time Frame
All levels—secondary, postsecondary, and adult	• Develop methods for involving business and industry and other interested persons in supporting goals for the improvement of vocational education.	• Increased business/industry involvement.	• Begin Winter 1987 and ongoing.
	• Develop strategies to seek out and utilize all community resources.	• Improved community involvement.	• Ongoing.
	• Promote a positive image of vocational education and its impact on economic development.	• Improved image of vocational education.	• Begin Summer 1989 and ongoing.
	• Utilize community-based organizations to assist in meeting the needs of special student populations.	• Needs of special student populations addressed by the community-based organizations.	• Ongoing.
	• Utilize parent and community groups to inform students of the broad spectrum of career opportunities.	• Students will be better informed of career opportunities.	• Begin Winter 1989 and ongoing.
	• Utilize employer-based facilities for vocational training in occupations in which rapid technological advancement make it impractical to develop in-school laboratory programs.	• Students will be trained using state-of-the-art equipment.	• Ongoing.
	• Provide incentives for utilizing industry personnel as part of team teaching.	• Industry personnel will be able to provide teachers and students with information on the latest technologies.	• Ongoing.
	• Establish partnerships with business and industry to upgrade skills and increase teacher knowledge of content area.	• Teachers will be familiar with the latest developments in their field.	• Ongoing.

GOAL 7: Innovation

Strategy 7-A:

Identify the need for and design innovative vocational education instructional programs and exemplary practices.

Grade(s)	Action Plan	Outcomes	Time Frame
11-12	• Develop request for proposals and direct exemplary activity in (2+2) concept relating to the linkage of appropriate secondary vocational education curriculum and the postsecondary technical-vocational education curriculum.	• Program completers will be better prepared to succeed in postsecondary high technology programs.	• Develop and fund proposal—September 1986. • Evaluation during 1986-87 school year. • State Board of Education consideration of rules—Fall 1987. • Full implementation—September 1988.
	• Determine new and emerging occupations and design programs to keep vocational education current with business and industry needs.	• Students will be prepared to enter new and emerging occupations.	• Ongoing.

GOAL 7: Innovation

Strategy 7-B:

Vocational instruction will be continually improved by the development and use of more effective strategies and methods.

Grade(s)	Action Plan	Outcomes	Time Frame
7-12	• Develop distance learning delivery systems for vocational education programs and activities through the request for proposals process.	• More vocational education courses and activities will be available in remote areas of the state.	• Develop and fund proposal—September 1987.
	• Develop a system of information exchange that collects and disseminates data about advancements in instructional technology and systematically obtains advice regarding effective programs and activities in vocational education.	• Innovative vocational programs and activities which are effective and productive will be identified and/or designed.	• September 1987 and ongoing.

GOAL 8: Communications

Strategy 8-A:

Inform the public concerning the role of vocational education as it impacts personal, social, and career goals of individuals and the economic development of the state.

Grade(s)	Action Plan	Outcomes	Time Frame
All levels—secondary, postsecondary, and adult	• Develop and disseminate materials highlighting vocational education's role in accomplishing the mission of public education in Texas and the new directions identified in the Master Plan for Vocational Education in Texas.	• Public understanding of the master plan will be increased.	• January 1987 and ongoing

GOAL 8: Communications

Strategy 8-B:

Provide the most timely and accurate labor market and career information available to satisfy the needs of state, regional, and local vocational education planners.

Grade(s)	Action Plan	Outcomes	Time Frame
All levels—secondary, postsecondary, and adult	• Disseminate labor market and career information to local education, training, and employment programs.	• Program planning will be based upon the best available labor market information.	• Ongoing.
	• Provide training in the use of labor market and career information.	• Program planning will be based upon the best available labor market information.	• Ongoing.

Part II

Master Plan for Higher Education

Mission of Higher Education

In 1987, the 70th Session of the State Legislature adopted as official state policy the *Texas Charter for Higher Education*. A formal statement of the goals and priorities for higher education in Texas, the Charter identifies the principles which shall guide all aspects of higher education in our state.

1) **Quality:** The people of Texas expect quality in all aspects of public higher education: teaching, research and public service.

2) **Accessibility:** Higher education should be accessible to all those who seek and qualify for admission.

3) **Diversity:** Higher education should provide a diversity of quality educational opportunities.

4) **Adequate Funding:** Support through adequate funding is critical if higher education is to achieve its purpose.

5) **Effective Management:** The people of Texas are entitled to efficient and effective management of higher education.

6) **Leadership:** The people of Texas are entitled to capable and creative leadership in higher education.

Role and Mission of Institutions of Higher Education

The Charter also identified the responsibilities of public community/junior colleges and of the Texas State Technical Institute. The public community/junior colleges shall be two-year institutions primarily serving their local taxing districts and service areas in Texas and offering vocational, technical and academic courses for certification or associate degrees. Continuing education, remedial/compensatory education consistent with open-admission policies, and programs of counseling and guidance shall be provided. Each institution shall insist upon excellence in all academic areas—instruction, research and public service.

The Texas State Technical Institute shall offer occupationally oriented programs in highly specialized technical and vocational areas for certification or associate degrees which do not duplicate programs commonly offered by public community/junior colleges. Primary consideration shall be placed on industrial and technological work force needs of the state. The emphasis of each TSTI campus shall be on excellence in instruction and public service.

The Role of State Government

As specified in the Texas Charter for Higher Education, the Texas Higher Education Coordinating Board shall serve as an advocate for higher education, providing advice and comprehensive planning capability to the Legislature, coordinating the effective delivery of services, and efficiently administering assigned statewide programs. In addition, it shall classify and prescribe the institutional role and mission for each public institution for higher education in Texas.

As we plan for a changing economy in the 21st Century, the Coordinating Board reaffirms its commitment to being guided by these principles and to working in partnership with institutions of higher education as we seek to improve technical and vocational education for the citizens of Texas.

Introduction

The original Master Plan for Vocational Education aimed to support the development of a skilled work force for Texas, and the Texas Higher Education Coordinating Board has made major strides in implementing activities to attain the goals of the Master Plan. An ongoing administrative goal is to work cooperatively with public community colleges and technical institutes, the Texas Education Agency and the Texas Department of Commerce to address those goals.

For example, both the Select Committee on Higher Education and the Strategic Economic Policy Commission recommended that the Coordinating Board 1) develop a clearinghouse on available education and training programs and services, and 2) promote the use of a formal regional planning system to encourage more effective training in response to employer needs and job opportunities. Significant steps have been taken on both recommendations, as well as other Coordinating Board responsibilities, such as developing and implementing program guidelines and evaluation processes.

The Master Plan: A Planning and Implementation Model

The 1989 update of the plan was undertaken to provide opportunities for review and comment by public community colleges and technical institutes, as well as the private sector and the general public. An objective of the revision process was to reformat the Master Plan, while maintaining all of its original directives, in order to provide Texas with a clear and useful guide for effective organization, management and coordination of technical and vocational education and training.

Part II identifies six goals for improvement in higher education, with recommended strategies and time frames:

Goal 1—State Communications;
Goal 2—Employer Needs;
Goal 3—Student Needs;
Goal 4—Faculty and Staff Needs;
Goal 5—Community Needs; and
Goal 6—Adequate Resources.

The Master Plan continues to be a blueprint to help Texans improve technical and vocational education. Neither the State Government nor the public institutions of higher education can accomplish this mission alone. Significant involvement by public schools, local governments, community groups and organizations, and employers from business and industry is essential.

Therefore, the Master Plan requires that leaders from the private and public sectors at both state and local levels assume responsibility for identifying the critical actions at their level to achieve each goal within the designated time frame. The focus of our action plans will thus differ, but if we all use the Master Plan as our guide, we will be able to coordinate our efforts more efficiently and to produce more effective results.

Toward the Year 2000

The original postsecondary section of the Master Plan concluded by emphasizing the importance of articulation or linkages among the diverse training levels of technical and vocational education institutions. It proposed a scenario for the year 2000 that remains vitally relevant to our state in the 21st Century. The technical and vocational higher education delivery system will not be bound by the walls of a school

or college classroom. It will use work-place equipment and production systems, combined with advanced technology, in business and campus laboratories. Faculty and students will routinely transmit and receive interactive computer and telecommunications programs. Business and industry representatives will routinely both sponsor and participate in learning experiences.

Competency-based programs and courses will encourage career adaptability, occupational degrees, vocational certificates, and technological training, as well as transfers to senior-level institutions for more advanced studies, on an ongoing basis. The long-range goal for our nation, our state and our citizens will be to develop technical competencies, general education competencies, and a recognition of every adult's lifelong need to expand his or her knowledge and skills.

The Texas Higher Education Coordinating Board recommits its members and staff to further cooperation with institutions of higher education, other public agencies, and private sector leaders to develop a skilled and educated work force for Texas. The Coordinating Board also expresses its appreciation to the many people who assisted with the updating process and the revision of the Master Plan.

GOAL 1:
STATE COMMUNICATIONS

Time Frame: 1986-1991

Improve statewide communications about technical and vocational education and training, especially among public education institutions and private sector representatives interested in economic development and educational improvement.

Strategies	Time Frame
Strategy 1-a: Image of Technical and Vocational Education Develop statewide and local communication programs to enhance the image of technical and vocational education in Texas and to make individuals aware of the need for continued training to increase their skills.	1989-1991
Strategy 1-b: Information Dissemination Develop mechanisms for communication and dialogue among public community colleges and technical institutes, public schools and the private sector to disseminate information about the accomplishments and benefits of technical and vocational education.	1989-1991
Strategy 1-c: Telecommunications Network Develop and fund a high-quality, cost-effective technical and vocational education telecommunications network to improve communication, faculty training and student instruction.	1989-1991
Strategy 1-d: Education and Training Clearinghouse Establish a statewide Education and Training Clearinghouse to maintain inventories of available training and other areas of expertise related to the development of a skilled work force for the state.	1989-1991
Strategy 1-e: State Reporting Systems Conduct a study of current higher education reporting requirements and processes (including both state and federal regulations) to recommend improved reporting procedures.	1989-1991
Strategy 1-f: Assessment and Documentation of Progress Indicators Develop appropriate process and outcome measures to determine progress achieved in meeting this goal.	1989-1991

GOAL 2:
EMPLOYER NEEDS

Time Frame: 1986-1991

Provide flexible and timely technical and vocational education and training to meet the needs of employers for a skilled work force.

Strategies	Time Frame

Strategy 2-a: Program Development — 1989-1991

Establish and maintain effective technical and vocational programs in public community colleges and technical institutes through a cooperative process of program planning and approval, technical assistance, implementation, assessment and revision, including the following:

a. Administration of Coordinating Board rules, procedures and guidelines;
b. Regional planning by employers and educators; and
c. Institutional planning for curriculum and instructional development.

Strategy 2-b: Program Evaluation — 1989-1991

Assess regularly the quality of technical and vocational programs in public community colleges and technical institutes to assure compliance with quality standards and efficient use of resources in order to meet the needs of employers for a skilled work force.

The following criteria will guide the Coordinating Board's evaluation process:

a. Service area importance;
b. Educational process effectiveness:
    1) Curriculum Planning and Revision;
    2) Instruction and Instructional Materials;
    3) Equipment and Facilities;
    4) Student Services;
    5) Articulation; and
    6) Public/Private Linkages;
c. Program outcomes;
d. Program costs; and
e. Future trends.

Public community colleges and technical institutes should implement institutional self-assessment processes to evaluate the viability of their technical and vocational programs (e.g., institutional research on student performance and outcomes).

GOAL 2: EMPLOYER NEEDS *(continued)*

Strategies	Time Frame

Strategy 2-c: Emerging Technologies, Industries and Occupations
Identify emerging or dramatically changing technologies and targeted industries and their impacts on occupations to assist with planning to provide timely technical and vocational education programs.
 	
• Support research efforts of the Texas Innovation Information Network System (TIINS).
 	
• Promote and fund studies to identify emerging technologies and occupations, their impact on the Texas work force, and their significance for postsecondary technical and vocational education, training and retraining.
 	
• Apply findings from studies on priority research areas for the state to improve programs, including:
  • Agriculture/Biotechnology/Biomedicine;
  • Energy;
  • Materials Science;
  • Microelectronics;
  • Marine Science/Aquaculture;
  • Aerospace;
  • Telecommunications;
  • Manufacturing Science;
  • Automated Manufacturing; and
  • Office Automation and Information Systems.
	1989-1991

Strategy 2-d: Private-Public Partnerships Involve business, industry and labor representatives as essential contributors to the technical and vocational education delivery system. • Identify mechanisms for greater involvement of the private sector in recruiting students, upgrading programs, and providing training sites. • Assess the effectiveness of private sector involvement in advisory groups and develop mechanisms for greater involvement. • Develop joint agreements for sharing and expanding common resources. • Provide internships or on-site training for faculty at business or industry work sites and for private sector people at educational institutions.	1989-1991

GOAL 2: EMPLOYER NEEDS *(continued)*

Strategies	Time Frame

Strategy 2-e: Linkages Among Educational Systems
Improve coordination among high schools, community colleges, technical institutes, and four-year colleges and universities to link secondary and higher education programs and curricula for specific occupations and to encourage students to continue their education and training.
 	
• Develop and disseminate prototype articulation agreements between secondary and higher education institutions.
 	
• Conduct articulation workshops for secondary and higher education institutions.
 	
• Develop pilot 1+1, 2+1, 2+2 and 2+2+2 programs to link secondary and higher education training using curriculum development strategies (such as DACUM) for competency-based instruction for specific occupations, including:
  • Health Careers;
  • Foods Technologies;
  • Business Technologies;
  • Computer Technologies;
  • Automated Manufacturing Technologies;
  • Transportation Technologies;
  • Telecommunications;
  • Engineering Technologies;
  • Construction Technologies;
  • Agriculture Technologies; and
  • Personal and Protective Services.
	1989-1991

Strategy 2-f: Assessment and Documentation of Progress Indicators Develop appropriate process and outcome measures to determine progress achieved in meeting this goal.	1989-1991

GOAL 3:
STUDENT NEEDS
Time Frame: 1986-1991

Improve and expand education and training services to prepare diverse student populations for occupational opportunities in our state.

Strategies	Time Frame
Strategy 3-a: Counselor/Instructor Partnerships Develop mechanisms to encourage communication among secondary school counselors and teachers and postsecondary counselors and faculty to encourage students to participate and succeed in technical and vocational education.	1989-1991
Strategy 3-b: Student Support Services Provide assessment and testing, financial aid, counseling (personal, academic and occupational), training in basic skills and work place skills, placement and follow-up services to assist students. • Develop a system for assessment, remediation and follow-up to assure that all students have basic skills competencies.	1989-1991
Strategy 3-c: Transfer Criteria Study and recommend new mechanisms to ensure that students can transfer and receive degree-plan credit for successful course work.	1989-1991
Strategy 3-d: Continuing Education Promote the concept of lifelong learning to upgrade skills and of retraining to expand occupational skills. • Fund short-term, intensive, adult vocational courses and training programs, as well as remediation intensive courses, needed in retraining and technology skills transfer processes.	1989-1991
Strategy 3-e: Services for Special Populations Develop and evaluate targeted outreach, instructional and support services for students with unique needs, especially women and minority group members, to develop work place entry-level competencies. • Expand and improve efforts to provide services for special needs populations. • Develop plans that provide incentives for increasing efforts in serving populations with special needs. • Pilot and assess the effectiveness of alternative delivery systems for students with special needs.	1989-1991

GOAL 3: STUDENT NEEDS *(continued)*

Strategies	Time Frame

- Priority areas include:
  - Literacy services;
  - Retraining for displaced and reentering workers;
  - English-as-a-Second-Language instruction; and
  - Other services depending on local or regional needs and priorities.

Strategy 3-f: Assessment and Documentation of Progress Indicators 1989-1991

Develop appropriate process and outcome measures to determine progress achieved in meeting this goal.

GOAL 4:
FACULTY AND STAFF NEEDS

Time Frame: 1986-1991

Improve the quality of instruction, counseling, management and leadership.

Strategies	Time Frame
Strategy 4-a: Instructional Support Develop innovative instructional processes to promote improvement of technical and vocational instruction.	1989-1991
Strategy 4-b: Telecommunications Network Applications Produce programs for faculty development and student laboratory instruction to increase accessibility to high technology equipment and facilities and to reduce costs of training.	1989-1991
Strategy 4-c: Faculty Development Encourage technical and vocational education faculty to continue their academic studies, to enhance their teaching skills, and to remain current in their knowledge and application of their technical skills. • Emphasize the importance of participating in continuing education and of pursuing higher-level academic degrees. • Explore methods to broaden faculty experience (e.g., short-term programs in which faculty can work in other institutions of higher education and/or business and industry sites to improve their technical knowledge and teaching skills). • Develop training to improve faculty skills in providing student advisement and career development support, including placement.	1989-1991
Strategy 4-d: Counselor Development Develop training opportunities to improve the knowledge and skills of counselors so that they can encourage technical and vocational students to pursue higher levels of education and to understand the need for lifelong learning and skills upgrading.	1989-1991
Strategy 4-e: Leadership and Management Training Develop a variety of training opportunities to increase the leadership and management skills of technical and vocational education administrators and faculty.	1989-1991
Strategy 4-f: Assessment and Documentation of Progress Indicators Develop appropriate process and outcome measures to determine progress achieved in meeting this goal.	1989-1991

GOAL 5:
COMMUNITY NEEDS

Time Frame: 1986-1991

Provide support services to Texas communities to help them remain viable and competitive in the international economy of the 21st century.

Strategies	Time Frame
Strategy 5-a: Private-Public Contracting Encourage contractual arrangements for education, training and other services among higher education institutions, public agencies and private sector entities (nonprofit and for profit).	1989-1991
Strategy 5-b: Community Leadership Encourage and facilitate resource-sharing among private sector and public higher education institutions to stimulate job creation and retention. • Develop joint agreements for sharing and expanding common resources.	1989-1991
Strategy 5-c: Institutional Flexibility and Innovation Provide leadership to develop new, creative and effective ways to respond to rapidly changing economic issues. • Foster community and regional dialogues about economic development needs. • Identify ways to respond to rapidly changing regional and local labor market needs, technological advances, the demographics of the available work force, and the characteristics of postsecondary technical and vocational education students.	1989-1991
Strategy 5-d: Small Business Support Provide services for small business development and expansion. • Expand support through additional Small Business Development Centers, Procurement Outreach Centers, Small Business Clearinghouses, import/export development services, and minority business development services.	1989-1991
Strategy 5-e: Assessment and Documentation of Progress Indicators Develop appropriate process and outcome measures to determine progress achieved in meeting this goal.	1989-1991

GOAL 6:
ADEQUATE RESOURCES

Time Frame: 1986-1991

Increase funding and support for technical and vocational education and training in Texas.

Strategies	Time Frame
Strategy 6-a: Public Funding Mechanisms Analyze public funding sources and revenue allocation processes to develop appropriate and equitable mechanisms to increase resources for technical and vocational education. • Assess the federal technical and vocational education funding system in Texas to promote program and services development and improvement. • Study the state formula-funding system for general academic, compensatory, and technical and vocational courses. • Review and recommend a process to include the recapitalization of selected programs based on technological changes in state contact-hour formula funding. • Develop mechanisms to review local funding of technical and vocational education.	1989-1991
Strategy 6-b: Private Resources Explore additional mechanisms to encourage new and expanded contributions from the private sector for technical and vocational education.	1989-1991
Strategy 6-c: Coordination of Resources Develop planning processes to coordinate public and private funding sources to promote an effective, cost-efficient service delivery system.	1989-1991
Strategy 6-d: Assessment and Documentation of Progress Indicators Develop appropriate process and outcome measures to determine progress achieved in meeting this goal.	1989-1991

Part III
Achieving an Integrated Delivery System Through Regional Planning

Introduction

The mission of vocational and technical education in our state is to develop a skilled and educated work force to enhance economic development in Texas. Regional planning is an essential mechanism to support that mission. In 1989, the 71st Texas Legislature established 24 vocational-technical planning regions for this purpose (see Appendix B for a map of the regions).

Vocational and technical education regional planning committees will provide a forum for representatives from business, industry and labor, as well as private industry councils, to join with representatives from public school districts, community and junior colleges, technical institutes, proprietary schools, and public and private colleges and universities. These local leaders will discuss and analyze their region's employer needs and job opportunities and will make recommendations concerning vocational and technical education programs in their area.

Since 1987, the Texas Education Agency, the Texas Higher Education Coordinating Board and the Texas Department of Commerce have cooperated to create a structure and process to support the development of a skilled and educated work force in Texas. The three agencies co-funded nine regional planning demonstration projects to learn from local groups the most effective ways to organize and plan for the improvement of vocational and technical education in their communities. In November 1988, the three agencies co-sponsored a statewide conference to report on the progress of the early pilots.

The goal and strategies of this section of the Master Plan provide the foundation for a tri-agency action plan for statewide implementation of vocational and technical education regional planning by the fall of 1990. The results of the pilot projects will be used to establish a planning process which is flexible and responsive to local needs.

GOAL:
AN INTEGRATED VOCATIONAL AND TECHNICAL EDUCATION AND TRAINING DELIVERY SYSTEM

Achieve an integrated delivery system to develop a skilled work force by implementing a regional planning process which will involve employers and educators in an analysis of regional job opportunities and of education training needs.

Strategy a: State Inter-agency Cooperation

Develop mechanisms to encourage dialogue and cooperative efforts among state agencies with mandated responsibilities for vocational and technical education and training in order to stimulate the creation and implementation of management action plans which will achieve the goals of the Master Plan for Vocational and Technical Education.

Strategy b: Statewide Planning Initiative

Develop a system to encourage collaborative regional planning among representatives of business and industry and of institutions providing vocational and technical education and training to respond to local and regional labor market trends, with a mechanism for providing feedback to state agencies concerning regional education and training program and service needs.

Strategy c: Institutional Linkages

Develop incentives for a variety of 2+2+2 programs and other transfer mechanisms to encourage students to continue their education and to expand the pool of employees with potential for advanced technical training.

Strategy d: Regional Information Sources

Develop the capacity of local planning groups to generate, maintain and publicize information from regional inventories of education and training programs and services and of business and industry employer work force needs.

GOAL: An Integrated Vocational and Technical Education and Training Delivery System

Action Plan	Outcomes	Time Frame
Utilizing discretionary funds, conduct pilot projects designed to develop a regional planning structure which: (1) establishes regional planning committees to coordinate education and training programs, services, and activities within a region; (2) provides incentives to promote communication and resource sharing among all service providers in a region; and (3) promotes sharing of ideas of effective methods to improve education and training in a region.	• Identification of appropriate regional planning boundaries • Development of comprehensive processes for using labor market information for the planning and evaluation of new and existing programs • Identify the appropriate membership structure for regional planning committees	• Develop and fund proposal—Winter 1987 through June 1988
Based on the results of the pilot projects, make recommendations for necessary revisions to statutes, rules, or other public policies to establish a three-tiered system for an effective regional planning structure for delivering education and training programs, services, and activities.	• Recommendations for statutes or rules necessary for the establishment of an effective regional planning structure	• Transmit to the 1989 Legislature the State Board of Education and Coordinating Board recommendations regarding regional planning for vocational education and employment training—November 1988
The State Board of Education, the Texas Higher Education Coordinating Board, and the State Job Training Coordinating Council shall utilize the Joint Advisory Committee to establish agreements defining the leading roles each will play in regional planning. The Joint Advisory Committee shall consider lead roles for Texas Education Agency staff in coordinating regional planning committee operations and functions, Coordinating Board staff in providing technical assistance for development of articulation agreements and 2+2 programs, and Department of Commerce staff in providing technical assistance for developing and maintaining regional labor market information systems.	• State interagency coordination of regional planning will be clearly defined.	• Fall—Winter 1989.

GOAL: An Integrated Vocational and Technical Education and Training Delivery System *(continued)*

Action Plan	Outcomes	Time Frame
Using available discretionary funds, the Texas Education Agency, the Texas Higher Education Coordinating Board, and the Texas Department of Commerce will continue to support nine regional planning pilot projects. The State Occupational Information Coordinating Committee will develop and install in the nine pilot regions computer software for using regional labor market information in the planning process.	• Current regional planning committee and staff expertise will be available to new regions to assist in start-up activities. • Labor market information computer software for use in regional planning will be developed and field tested prior to eventual statewide use. • Evaluation findings from pilot projects will be used to develop rules for statewide implementation.	• 1989-90 and 1990-91.
The State Board of Education, the Texas Higher Education Coordinating Board, and the State Job Training Coordinating Council shall develop rules in accordance with TEC Section 21.115: • to develop an integrated vocational-technical education delivery system; • to establish 24 vocational-technical education service delivery regions; • to establish the composition of and coordination responsibilities for regional planning committees; and • to establish priorities for regional service plans. Rules will be based upon the experience of regional planning pilot projects.	• A three-tiered planning system will be established that includes broad-based statewide planning, regional planning, and local planning and implementation. This system will be designed to (a) meet local, regional, and statewide needs for a skilled work force; (b) provide vocational-technical education programs and services in a coordinated, nonduplicative manner; and (c) determine priorities for program offerings in each region. • 24 regions will be established that have boundaries coterminous with the governor's state planning regions. • A regional planning committee shall be established in each of the 24 regions. Committee composition shall reflect a balanced public-private sector membership similar to those functioning in pilot project regions. Coordination responsibilities of the committees will be identified. • Regional service plan priorities will be designed to meet student needs and the needs of business and industry for vocational-technical education and training programs based upon current and projected job openings in the labor market. Plans will be developed by the committees using a flexible planning method developed by the State Occupational Information Coordinating Committee and field tested by regional planning pilot projects. Data from the statewide labor market information system and local data will be used to identify leading industries and priority occupations. Plans also will identify priorities for related programs, services, and activities to meet the needs of students.	• Rules approved—Spring 1990.

GOAL: An Integrated Vocational and Technical Education and Training Delivery System *(continued)*

Action Plan	Outcomes	Time Frame
Regional planning start-up activities will begin in seven additional state planning regions. Priority will be given to those regions that formed regional planning committees and submitted applications for projects to start September 1, 1989, but which did not receive discretionary funds.	• Implementation will proceed in regions which demonstrated an interest in regional planning. • Seven new regional planning committees will be established. • Regional labor market analyses will begin. • Regional service plans will be developed.	• Spring 1990 and Ongoing.
Regional planning start-up activities will begin in the eight remaining state planning regions.	• Eight new regional planning committees will be established. • Regional labor market analyses will begin. • Regional service plans will be developed. • The capacity for core planning activities will be established in all 24 state planning regions.	• Fall 1990 and Ongoing.
A report will be prepared on the impact of regional planning for presentation to the State Board of Education, the Texas Higher Education Coordinating Board, and the State Job Training Coordinating Council, as well as for transmittal to the 72nd Texas Legislature. Based on this report, the governing boards of the state agencies will give consideration to regional planning in the preparation of their biennial budget requests to the 72nd Texas Legislature.	• The report will document the impact of regional planning on the effective use of available resources by education and training entities, student access to high-quality education and training designed to meet regional employment needs, and the enhancement of economic development activities.	• Submit report to governing boards—Summer 1990. • Submit report to 72nd Texas Legislature—Summer 1990.

Appendices

TEXAS HIGHER EDUCATION COORDINATING BOARD

P.O. Box 12788 • 200 East Riverside Drive • Austin, Texas 78711
512/462-6300 • TEX-AN 256-6300 • FAX 512/462-6453 • STS/256-6453

COMMUNITY COLLEGES AND TECHNICAL INSTITUTES DIVISION

DALE F. CAMPBELL
Assistant Commissioner

Appendix A

In the summer and fall of 1989, the Texas Higher Education Coordinating Board involved a broad cross-section of leaders from Texas public community colleges and technical institutes with leaders from business and the private sector to do a substantive update of Parts II and III of the Master Plan for Vocational Education. The Task Force met twice, and there was a public hearing so that other interested parties could provide testimony or written comment. The Coordinating Board also mailed out preliminary outlines to the chancellors, presidents and technical/vocational deans of all public community colleges and technical institutes for review. In addition, a copy of the final draft was mailed to those same administrators and to the directors of the Private Industry Councils prior to approval.

Members of the Task Force included:

Mike Edelmann, Co-Chair
Director of Economic Development
Southwestern Bell Telephone Company
One Bell Plaza, #3702
Dallas, Texas 75202

Robert Shepack, Co-Chair
President
El Paso Community College District
P. O. Box 20500
El Paso, Texas 79998

Curtis Cleveland
Vice President
Greater Waco Chamber of Commerce
P. O. Box 1220
Waco, Texas 76703

Gilbert Leal
President
TSTI-Harlingen
P. O. Box 2628
Harlingen, Texas 78550

Blanca Rosa Garcia, RNC, FNP
Department of Registered Nursing
Del Mar College
101 Baldwin
Corpus Christi, Texas 78404

Deana Lusk, Dean
Community Services
Midland College
3600 N. Garfield
Midland, Texas 79705

Marjorie Cone Kastman
Kastman Investments Company
P. O. Box 5930
Lubbock, Texas 79401

George Matott
Training & Development Consultant
4301 Verde Vista
Georgetown, Texas 78628

AN EQUAL OPPORTUNITY EMPLOYER

William McKinsey
Executive Vice President
USAA
9800 Fredericksburg Road
San Antonio, Texas 78228

Dorothy McNutt
Chair, Division of Business and Computer Science
College of the Mainland
8001 Palmer
Texas City, Texas 77591

W. L. Prather, Vice President
Business and Development
Amarillo College
P. O. Box 447
Amarillo, Texas 79178

Thomas S. Sewell
Chancellor
San Jacinto College District
4624 Fairmont Parkway, #200
Pasadena, Texas 77504

Arturo D. Torres, Member
State Job Training Coordinating Council
First City Bank Tower, #1103
McAllen, Texas 78501

Judy Traylor, Director
Adult and Development Education
Northeast Texas Community College
P. O. Box 1307
Mt. Pleasant, Texas 75455

Ex-officio Members:

Jim Boyd, Associate Director
Workforce Development Division
Texas Department of Commerce
P. O. Box 12728
Austin, Texas 78711

Jay Cummings
Deputy Commissioner for Special Programs
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

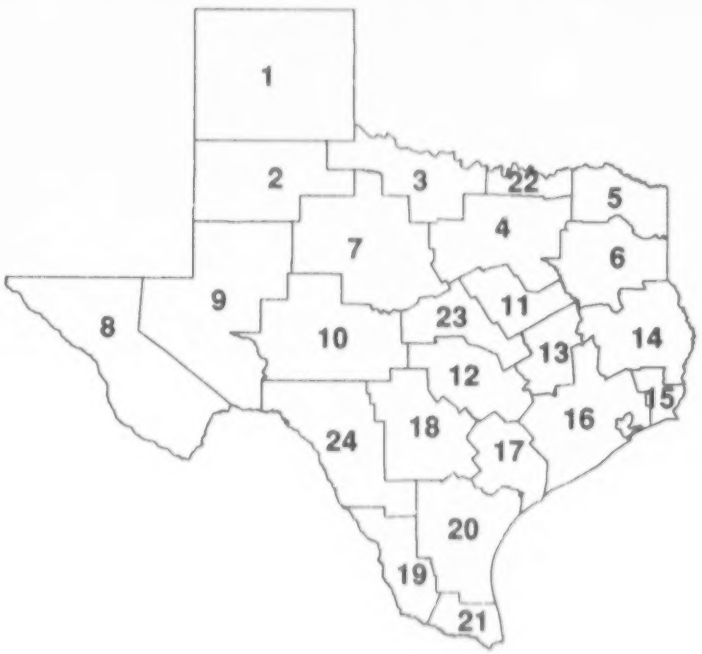
Carol Nasworthy, Director
Public/Private Sector Initiatives
Texas Employment Commission
15th & Congress Avenue
Austin, Texas 78778

Coordinating Board Staff:

Sally J. Andrade
Program Director of Research & Planning
Community Colleges and Technical Institutes Division
P. O. Box 12788
Austin, Texas 78711

Appendix B

Map of 24 Vocational and Technical Planning Regions in Texas



1. Panhandle
2. South Plains
3. North Texas
4. North Central Texas
5. North East Texas
6. East Texas
7. West Central Texas
8. Upper Rio Grande
9. Permian Basin
10. Concho Valley
11. Heart of Texas
12. Capital
13. Brazos Valley
14. Deep East Texas
15. South East Texas
16. Gulf Coast
17. Golden Crescent
18. Alamo
19. South Texas
20. Coastal Bend
21. Lower Rio Grande Valley
22. Texoma
23. Central Texas
24. Middle Rio Grande

Appendix C

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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

Texas Education Agency
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ERIC Clearinghouse for
Junior Colleges

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